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ABSTRACT

This publication consists mainly of sample forms used by public school districts throughout the U.S. at the time an employee leaves his or her position. Included are eight different questionnaires and similar forms for use in conducting exit interviews or otherwise gathering information on terminating employees. Also included are reprints of two journal articles on why and how to conduct exit interviews. These include "Separation Interviews," from the September 1977 issue of Personnel Journal and "The Case for Exit Interviews," from the June 1977 issue of the American Association of School Personnel Administrators Bulletin. (JG)

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EXIT

INTERVIEWS

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EA 010 442

EXAMPLES OF FORMS USED AT THE
TIME OF EMPLOYEE SEPARATION

AMERICAN ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS

EXAMPLES OF FORMS USED AT THE TIME OF EMPLOYEE SEPARATION

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FOCUS

THE CASE FOR EXIT INTERVIEWS

If the results of a limited survey recently conducted by AASPA are any indication of the extent to which the exit interview is conducted, few school districts apparently conduct such interviews, or if they do, have formalized the process.

Out of fifty (50) school personnel administrators contacted in March for samples of exit interview forms, only six (6) indicated they used a standard form or procedure. Another two (2) respondents said their districts conducted exit interviews but did not use a standard report form.

Those personnel administrators whose districts do conduct formalized interviews at separation attach considerable value to the procedure. Jack Ghielmetti, Director of Personnel at Santa Cruz, California, says, "My concern for conducting exit interviews stems from the value I found for their use in private industry. I am surprised that their use is not more widespread in educational personnel practices." Bob Stuart, Administrative Assistant for Personnel in the Kearsley Community Schools at Flint, Michigan, writes, "I share your opinion that the exit interview is important. In our system all regular separations, except for employees who work two hours or less, are affected by the process."

In most instances, school districts that use the exit interview include all but a few classifications of employees. Lloyd Irving, Director of Personnel at Berkeley, Michigan, reports that exit interviews are conducted in his district for all separations when possible. Exceptions, according to Irving, are those who leave without notice and are not available for an exit interview or those who resign while on leave. Ghielmetti reports that at Santa Cruz interviews are given for any employee who was hired through the merit system or regularly employed in a permanent certificated position. This excludes temporary, casual, and substitute employees.

Although retirees are generally not included in the process, one exception is at Appleton, Wisconsin, where Jerry Boettcher, Director of Operations, says, "In the case of retirees we attempt to derive much curriculum and instructional input, especially from people who have remained highly successful to the end of their careers."

In most cases interviews appear to be conducted by the personnel office. "If termination is due to job dissatisfaction, sometimes it is easier to tell the personnel director than the immediate supervisor," Stuart suggests. At Berkeley, Michigan, however, interviews for certificated and secretarial personnel are conducted by the director of personnel but custodial and cafeteria personnel are interviewed by the custodial supervisor and/or the administrative assistant. At Appleton, Wisconsin, the exit interview typically becomes a part of the end of the year evaluation conference and so is conducted by the supervisor responsible for the process. "Principals usually do this with teachers; I will do it with principals and supervisors," reports Boettcher.

Respondents were in general agreement that the major purposes of the exit interview are to allow the employer to evaluate reasons why employees are leaving their employ and to ascertain employee reactions and attitudes towards the job assignment and working conditions. "One of the most important questions that can be asked in the exit interview to assess the facts of a separation," says Ghielmetti, "is this: 'Is there anything that

the employer could have done to have prevented resignation?'" He continues: "The value of consistent use of exit interviews is that they point out good employer practices and those that are not so good." He cautions, however, that one has to be careful in evaluating and using information obtained from exit interviews. "Each interview has to be taken in context," he says. "However, when a certain pattern of facts develop, then action should be initiated." Boettcher adds to this by saying, "The information we acquire includes observations on the administrative functions in a school and the district, perceptions of needs, trends, joys, problems, etc."

On a very practical note, Stuart sees the interview as an opportunity to "de-brief" the employee on how termination will affect fringe benefits, final pay, and unemployment benefits. It is in this latter area that Ghielmetti issues a warning: The recent passage of Public Law 94-566, which mandated unemployment insurance coverage for city, county and other local government employees, makes it mandatory that employers find out why employees leave employment so that the district can protest charges to its unemployment insurance account. "Although unemployment insurance is a tax cost districts have to face, they can exercise some control over the costs by vigilant attention to unemployment insurance claims," he suggests.

In most instances strict confidentiality of the exit interview is maintained. Says Boettcher, "This promise of confidentiality often elicits information concerning working conditions which might not otherwise be forthcoming."

Although exit interviews are not a standard procedure in the Nashville Metropolitan Schools, Ben Harris, Director of Classified Personnel, reports that a three-page questionnaire is provided through building principals to teachers who resign or retire from the system. Completed forms are returned to the personnel office. If a teacher wants an exit interview, arrangements are made by the personnel office.

The Nashville form is perhaps one of the most extensive in use. It asks the teacher leaving the system to indicate his or her perceptions of the strengths or weaknesses of the Metro School System in such areas as: student characteristics; interpersonal relationships with administrators, teachers, and parents; facilities; supplies; salary; etc. Space is provided to indicate the reason(s) for leaving the system. Teachers have the option to sign or not sign the completed questionnaire.

In 1974 the North Carolina Department of Public Instruction designed two sets of forms and had them distributed to local school systems as models which they might choose to put into practice. One of the forms is a report by the employee leaving the school system; the other is an interviewer's exit interview summary form.

Although the number of sample forms on file at the AASPA office is extremely limited, copies will be made available to members upon request. Due to the cost of duplication and mailing, a charge of \$1.00 must be made for this service.

Sample forms or process descriptions from systems not reported in this article will be welcomed by AASPA. Communications in this area should be directed to the Executive Secretary-Treasurer.

Separation Interviews

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All aspects of a formal program for exit interviewing are discussed emphasizing benefits derived both by the company and the employee.

Most personnel departments find that filling vacancies is, at times, a losing battle. As quickly as positions are filled, new vacancies arise. Further, the cost of recruiting, selecting, and training new employees, including professional and support personnel, is substantial and increasing. How does an employer minimize employee turnover and its cost? One way readily available to all employers is to retain current, productive employees. The ability to do this involves satisfaction of a broad range of employee concerns such as salary, benefits, work environment, promotional and training opportunities, as well as other factors. An underrated and underused method of determining which employee needs are not being met, whether problems exist and why employees leave is through, careful analysis of separation interviews.

Salvaging employees just before they terminate is a last-minute effort, however, which should be the exception and not the rule. Employee relations problems and job dissatisfactions should be dealt with and resolved as they occur by line supervisors and progressively higher levels of authority, to check the growth of problems that can become serious enough to warrant resignations or dismissals. At the point of termination, it is hard to reverse an employee's decision to leave or resolve the original problem. By interviewing all exiting employees, major problem areas can be pinpointed and tackled directly, thus reducing the frequency of turnover and probably increasing morale, a contributing cause of terminations.

Honest, exhaustive separation interviews cost little, require only a limited amount of time, and can result in better utilization of personnel, more effective human resource planning and improved employee relations. Turnover rates can be more controllable and can even dramatically decrease if problem areas are determined and corrective action taken. The result may be an increase in productivity by the retention of quality employees and a reduction in employment hiring costs.

Exit Interviews Can Benefit the Company

Many companies fail to interview exiting employees for any of several reasons. Priority is usually not given to allocating personnel to talk with terminating employees; filling vacancies is a more visible and often considered a more pressing need. Separation interviews are usually regarded as unproductive. Why pay attention to employees who are leaving anyway?

Discussion with terminating employees, however, has many advantages and can be a useful dialogue for both parties. The employee can freely explain problems encountered during employment and discuss reasons for leaving. The employer has an opportunity to hear and address criticisms of company operations. Any claims or disputes can be settled at this point rather than letting them drag on, perhaps never to be resolved to the satisfaction of either party. The severance interview can even shed new light on the circumstances surrounding a dismissal and, possibly, avert a wrongful discharge. By unearthing problems at this point, the personnel director the Equal Employment Opportunity Commission, the Wage and Hour Division of the U.S. Department of Labor, the American Civil Liberties Union, local agencies

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Separation interviews that assist the employer in curtailing excessive turnover and in salvaging good workers save time and money.

or to a private attorney for a possible civil suit.

An analysis of separation interviews can help to identify difficulties and situations which lead to excessive turnover. Such problems can fester and grow without administrators even being aware of them. Separation interviews may alert an employer to a misclassified position, a department with low morale or other problems that either can be corrected for current employees or rectified for the benefit of future workers.

Who Should Interview?

A personable, approachable person who can easily relate to, talk with and be trusted by most employees should be selected to conduct the separation interviews. The interviewer should be able to draw out an employee's opinions and help the employee analyze employment experiences with the company.

At least two staff employees should be trained in interviewing methods, so one interviewer is usually available. The responsibility for this task may be rotated among several members of the personnel staff. It may be more appropriate to assign one person to each job category or classification. For example, one interviewer may be assigned to interview terminating administrators, one for para-professionals and technicians and one for general support personnel. If necessary, a bilingual interviewer should also be available for employees with limited or no English speaking ability.

The separation interview is usually the responsibility of the personnel department. It may be a more effective tool,

Such interviews can be a check on personnel practices and a monitor of employee relations.

however, if a separate office, independent of the main personnel office, is charged with this task. The company director may authorize the affirmative action officer, equal opportunity specialist, ombudsman or other such staff member to interview exiting employees. Such interviews then can be a check on personnel practices and a monitor of employee relations.

A Guide for Separation Interview

The person-to-person interview is normally more productive than a written questionnaire handed to the employee to complete alone. People generally provide more

information during a conversation than they would in response to a questionnaire. There is less of a tendency for the questions to be misunderstood during an oral interview than on a printed form. The interviewer can re-word the questions and assist the employee in articulating responses which should be recorded on a separation interview form. (Figure 1)

1. Reason for Separation - The official reason for the employee's separation should be documented and filed in the employee's personnel file. The reason for separation is usually brief, falling into one of several categories which account for the majority of terminations. The separation interview is a suitable time to explore underlying causes of the resignation or dismissal. If the employee has accepted another job, was it because of poor supervision or low pay on the current job? Is the employee returning to school because further training is unavailable with your company? On the separation interview form, both the official reason for the separation and any precipitating factors should be recorded.

In the case of a dismissal, the interviewer should inquire into what the employee perceives as the reasons for the discharge. This discussion may bring to light new, additional information concerning the circumstances of the termination. You may often find that the employee believes that the dismissal was for very different reasons than those stated officially. The disciplinary or termination procedure may prove to be ineffective in communicating basic, essential information to the employee. Perhaps the employee's side of the story was not adequately explained out of fear, timidity, confusion or inarticulateness. The exit interview is a fitting occasion to elicit the employee's perceptions and feelings, to clarify for both parties the reason for the termination and even to avert a wrongful dismissal. The interviewer must refrain from condemning or condoning any action or attitude on the part of the employee. Only understanding and empathy should be expressed.

Reviewing the dismissal of an employee and, possibly, discovering that an employee should not be dismissed is an advantage of the separation interview which alone is more than worth the cost and effort of interviewing. First you are ensuring the fairness and consistency of your policies and procedures on dismissal actions. Aside from legal responsibilities, each employer also has social obligations and ethical standards that mandate equitable and fair treatment of all employees. Separation interviews can be an additional tool for management to maintain its standards. Also, they can offer valuable information for supervisory training to avert similar misunderstandings in the future.

2. *Positive Aspects of the Job* - Ask the employee what was liked about the job. This is a general, positive question to prompt the employee to look back and evaluate past work experience. An employee, leaving after considerable job dissatisfaction, may be surprised to think of some advantages the job offered. If the employee had a favorable work experience, then it is important to know what made it so. Probe into the specifics of what made the job pleasurable. Was it because of a general feeling of cooperation among employees, the opportunity for training and advancement or that job assignments were varied? This may help the employee in assessing strong points for future job searches and may help the employer evaluate both strong and weak personnel practices.

3. *Supervision* - Question the employee about the type of supervision received. Were job performance instructions sufficient and consistent? Were questions answered satisfactorily? Were policies and procedures clearly defined? The interviewer should be alert to situations in which the employee was poorly or improperly supervised. Implications for possible company-wide training of supervisors may become apparent.

4. *Compensation and Working Conditions* - Determine if the salary, benefits and working conditions were satisfactory. Did the employee regard the salary as appropriate for the skills, level of responsibility and qualifications required? Were benefits comparable to those provided by other employees? Was the work environment safe and nondisruptive? The answers to such questions can provide the interviewer with an evaluation of those factors which can contribute to employee satisfaction.

5. *Career Development* - It may be profitable to note on the separation interview form the training, promotions, or reclassifications the employee received, at least during the preceding year. Then ask the employee's views on career development and potential within your company. It would not be too surprising if employees who have not had opportunities to grow and develop their skills have a high termination rate. If a company's budget or policy precludes formal training and skills development, this should be explained to all employees in an effort to alleviate discontent and misunderstandings. Perhaps a basic job enrichment program could be initiated at minimal cost.

6. *Complaints* - Ask the employee to frankly discuss problems encountered on the job. At this point in the interview, most of the problems should already have been mentioned. Any other complaints can be brought out and the employee may be gaining a perspective on the employment experience that may not have been completely formulated or articulated.

7. *Suggestions* - After critically exploring problems and dissatisfactions, urge the employee to suggest what might be done to improve working conditions.

8. *Unresolved Problems* - The separation interview is a good opportunity for both employer and employee to resolve any outstanding problems or disputes so the termination is a clean break for both parties.

9. *Additional Comments* - Open the door for any other comments the employee may wish to make on topics not already discussed, or a reconsideration of statements and judgments made. The employee may have saved a point or two until the very end, perhaps out of timidity or indecision as to whether to mention it. Suggest the employee summarize overall experience with the company and put it in perspective. By the end of the separation interview, the interviewer should

have helped the employee honestly evaluate the work experience as well as critique the employer.

10. *Information for Employees* - At this point the interviewer should provide the separating employee with information concerning the following areas.

a. *Rehire Eligibility* - If eligible for rehire, the employee should be advised. Determine if the employee would consider returning to work for your company, and if not, for what reasons. If the employee is not eligible for rehire or is eligible only under certain conditions, clearly state and explain these. (If the employee's job performance has not been evaluated within 6 months prior to termination, a final evaluation should be prepared by the supervisor to determine rehire status and to respond to prospective employer's reference checks.)

If the employee has been dismissed and an appeals process is available, the employee should be advised of the procedure involved. This information should be provided to the employee freely and without judgement or prediction of outcome.

b. *Reference Policy* - Explain your company's policy on responding to employment reference checks. Specify the type of information that can be released and that which cannot. Give the employee an overall view of the evaluation that will be given to prospective employers.

c. *Insurance Coverage* - Discuss the effects of termination on company health and insurance policies. The separating employee should be fully aware if such coverage ends immediately upon termination of employment. If the employee has the option of continuing coverage, explain the cost and arrangements the employee must make for payment of premiums.

If applicable, explain the employee's prerogative to apply for unemployment insurance. Be careful not to judge the employee's potential claim, but provide information concerning the employee's rights. If the employee has filed or will file a worker's compensation claim, indicate the effect, if any, of the termination on receipt of future benefits.

Completing the Separation Interview Form

After the interview has been completed, the interviewer should summarize the interview on the separation interview form, emphasizing the important aspects and making any comments at the bottom of the form. The interviewer's signature and title should be entered along with the date the form was completed.

For convenience and completeness, a termination "checklist" may be included on the separation interview form. This checklist will help ensure that the following items are addressed during each separation.

1. Property check has been completed, including keys, equipment, and identification badge.
2. The final payroll check has been cleared and issued, and the employee has acknowledged by signature its receipt.
3. Rehire eligibility or ineligibility noted, with reasons for ineligibility stated.
4. If the employee has been dismissed, indicate that appeal rights and procedures, if any, have been explained.
5. The resignation memorandum or dismissal notice is filed in employee's personnel file or is attached to the separation interview form to be filed together.

Persons conducting separation interviews should be sensi-

tive to personal traits and characteristics as they affect the interviewer's ability to relate to the employee. The sex, race, ethnicity, physique, manner of dress or speech can quickly label the interviewer as an outsider. Most employees are more apt to be honest with a person with whom they can quickly establish an easy rapport. It is important for the interviewer not to appear monolithic, representing authority and management. It may help to conduct the interview on "neutral" ground, outside of the main administration or personnel offices.

Conducting The Separation Interview

The interviewer should respect the opinions of the interviewee without expressing approval or disapproval. One should show interest in and sensitivity to the employee's problems and judgements. After all, the interviewer may not know what type of conditions or situations the employee may have had on or off the job, which may have affected job performance. In fact, it is the very purpose of the interview to find the specific problems that exist below the surface.

The interviewer's ego should not be on the line, defending personal or company values in the face of an employee who may be hostile and heavily critical of the employer. A courteous approach should be taken, being careful not to patronize the employee. The level of the interview should be set to suit the employee, including use of appropriate language. For example, the proper technical terms should be used with employees in highly skilled jobs and slang generally avoided.

It is not mandatory for the employee to answer all questions. During the interview, the employee can speak with the knowledge of an insider but with the safety of an outsider. Should an employee refuse to answer questions or give superficial or conflicting answers, probe them indirectly or subtly. For example, if an employee begins the interview by

The interview is a good opportunity to resolve any outstanding problems.

expressing "how great it was to work here" but has accepted another job, inquire into the specifics of the new job. If it is at the same or lower pay as the job being left, farther from home or has fewer benefits, you have an indication of how to conduct the interview. Probing into what may be serious problems the employee may have had that resulted in a willingness to accept other such terms of employment.

As soon as the resignation memo is received or the dismissal notice given, the interview should be arranged. This allows maximum time for the severance to be reconsidered by either party, have the termination reversed, arrange a transfer, etc. The interview should preferably be held a few days before the resigning employee terminates. The interview should be held during working hours at an appropriate time; not at 4:45 p.m. on the employee's last work day. The interviewer should arrange a time which will allow an interview of 1 to 2 hours to take place, if necessary.

During the separation interview, information is obtained by listening, probing and observing. The employee must be assured of the importance of the interview and the necessity for honesty. The interviewer should stimulate and refresh the employee's memory, choosing words that can be understood easily, and formulating questions that are not loaded or that lead the employee to anticipated answers. Certain basic

interviewing techniques must be carefully observed. The interviewer should not interrupt or challenge any statement made by the employee. The interviewer should help the employee to elaborate by asking more specific questions. Generally, the interviewer's conversation should be limited to relaxing the employee, probing and summarizing and not relating personal stories or judgements. Remembering what is being said can help build a rapport as a sympathetic, sensitive, caring listener. As the interview progresses, the creative interviewer can enhance the employee's desire to discuss the most difficult items. At the end, the employee should feel relieved at getting things "off one's chest," and thus able to leave the employer, regardless of past problems, cleanly, pleasantly, and honestly.

The interview should be conducted calmly and professionally. It should begin and end on a pleasant, clearly defined note. The employee should be guided gently so irrelevant and time-consuming rambling does not occur, except as it eases the employee and leads into important, often sensitive, areas. Questions should be posed which do not lead to "yes" or "no"

The interviewer should respect the opinions of the interviewee.

answers, but which aim at specific information and opinions. The interviewer's main concern is to collect information. No exploration of personal or emotional problems should be conducted. The interview's objective should be clearly stated to the employee and privacy and confidentiality strictly maintained.

Remembering what was said during the interview after it is completed is often difficult for the interviewer. Taping the conversation usually has an inhibiting effect on the candor of the employee and cancels out any closeness the interviewer may be able to establish. It is seldom necessary to have available later every word said. An exception might be to record interviews with dismissed employees or those who are involved in a grievance, appeal or suit. In these cases, it may not be possible to conduct a thorough separation interview at all, by the employee's choice, perhaps. It is ironic that it is the dismissed and aggrieved employees who need to be interviewed the most and whose contributions can be the greatest.

Note-taking can solve the problem of having the basic interview available for documentation and analysis later. Such notes should be kept to a minimum to prevent distraction from the conversation, and to leave the interviewer free to focus on the discussion. The interviewer may explain to the employee the importance of the interview and thus the need to take notes which will be carefully analyzed for positive action. Notes should contain only the important points made, using the employee's own words when possible and providing the interviewer with points for further clarification or development. The interviewer's comments and summary evaluation should be made immediately after the interview is concluded so little is forgotten.

Types of Interviews

A number of variables determines the manner in which the interview may be conducted. The terminating employee, the reason for separation and its circumstances and the abilities of the interviewer are the main determinants. Each type of interview has the same objective but may differ in means.

1. A Structured Interview is one which is fully planned

SEPARATION INTERVIEW GUIDE

Employee's Name
Job Title
Supervisor
Interview Date

Start Date
Date of last
Performance Evaluation

Identification or
Social Security No.
Department
Termination Date

Note any promotion, training or reclassification the employee has received within previous 12 months:

Reason for separation (check appropriate column):

- ☐ Voluntary - Resignation
 - workdays advance
 - notice given
- ☐ Other job: new employer
 - position
 - salary
- ☐ Illness
- ☐ Return to school
- ☐ Pregnancy
- ☐ Relocation of family
- ☐ Retirement (Voluntary)
- ☐ Other - specify
- ☐ Involuntary - Dismissal
 - Excessive absenteeism/tardiness
 - Alcohol/drugs
 - Theft/dishonesty
 - Misconduct
 - Insubordination
 - Retirement (Mandatory)
 - Reduction in Force
 - Other - specify

Explain Circumstances:

1. Employee's reason(s) for resignation. If dismissal, what are the employee's perceptions of reason for discharge?
2. What did you like about working with our company?
3. Comment on the supervision you received.
 - a. Were you given sufficient and consistent instructions on how to perform your job?
 - b. Were your questions answered satisfactorily?
 - c. Were general policies and procedures defined clearly for you?
4. Were you satisfied with the following:
 - a. salary
 - b. benefits
 - c. working conditions

SEPARATION CHECKLIST:

- ☐ Property check completed
- ☐ Final check issued
- ☐ Eligibility for rehire:
 - ☐ Eligible, employee notified
 - ☐ Ineligible, employee notified
- Reasons:
- ☐ Appeal rights and procedures explained, if applicable.
- ☐ Resignation memo or dismissal notice filed
- ☐ Separation completed:

Date

Initials

5. How were your chances for training and promotions, as you saw them?
6. What types of problems or complaints have you had about working here?
8. Would you consider returning to work here?
9. Additional comments.
10. Information for employees:
 - a. rehire
 - b. references
 - c. insurance coverage

Interviewer's Comments:

Date:

Interviewer's Signature:

beforehand with specific questions, sequence and answer categories prepared in writing, usually in a printed, standard format. This assures a comprehensive and fair interview for all respondents and lends itself to statistical study.

2. A Non-structured Interview has only a single, central purpose, which is to prompt the interviewee to openly discuss the basic topic at hand. This type of interview takes into account each person's individuality and varied work experiences. Three or four broad, open-minded questions are used to get the employee to talk about work experience, reasons for leaving and future plans. Since the questions are not prepared ahead of time, it takes a more skillful and experienced interviewer.
3. A Moderately Structured Interview is a combination of the two previous types. A flexible, interview guide is prepared in advance to outline the objectives into questions, topics and probes. These may be re-worded and their sequence changed to fit the interview. The separation form (Figure 1) could serve as a format.

As an employer conducts more separation interviews, different formats may be used. At first it may be necessary to

experiment with each to establish a hybrid one to fit individual needs. Once a form and format have been devised, they should be regularly reviewed and adjusted to meet current needs as employees and problems change. Exiting employees may even be asked to comment on the separation interview itself after theirs have been completed.

Conclusion

A separation interview process should help all types of employers assess the effectiveness of their utilization of workers. Information received from separation interviews should be critically evaluated. Clusters of problems may demonstrate the need for better defined personnel policies, clearer employee handbooks, management training for supervisors, safety instruction for all workers or point out other areas where management should be concerned.

Separation interviews that assist the employer in curtailing excessive turnover and in salvaging good workers save time and money. This effective personnel management tool will help responsible employers obtain and retain productive employees. [1]



Joint School District No. 1

697 S. Fifth Avenue — 414/334-2372
WEST BEND, WISCONSIN 53095

City of West Bend, Village of Jackson, Towns of Addison, Barton, Jackson,
Polk, Trenton and West Bend, Washington County, Wisconsin

Terminal Evaluation

Please complete this Evaluation Form and return original to the Personnel Office.

STAFF MEMBER'S NAME

GRADE OR SUBJECT TAUGHT
OR TYPE OF WORK

SCHOOL OR DEPARTMENT

If this staff member applies for re-employment, would you wish to have him/her reassigned to your building or department?

Yes ☐ No ☐

If this staff member was transferred from your building or department, would you wish to have him/her reassigned?

Yes ☐ No ☐

Please indicate actual reason for leaving. (This need not be the same as that indicated on the resignation.)

Please check the appropriate box for the personality and ability characteristics listed.

Control of Pupils (Teachers Only)	1. Unable to control pupils, weak, follows rather than leads ☐	2. Fair, below average ☐	3. Satisfactory for ordinary needs ☐	4. Above average ☐	5. Exceptional. Stimulates pupil self control ☐
Attitude	1. Antagonistic toward work. Cynical ☐	2. Not interested, lacks morale ☐	3. Does what is required ☐	4. Likes his work and shows it. Makes extra effort ☐	5. Fine spirit, enthusiastic, supports school system ☐
Ability to Get Along with People	1. Disliked, has difficulty with others ☐	2. Not accepted by others, uncooperative ☐	3. Gets along all right ☐	4. Better liked than most. Cooperative ☐	5. Very well liked. Gets high degree of cooperation ☐
Teaching Ability or General Skill	1. Poor staff member ☐	2. Fair, below average ☐	3. Average staff member. Does the job ☐	4. Above average in techniques and skills ☐	5. Considered exceptionally good ☐
Knowledge of Field of Work	1. Poor background ☐	2. Not too well founded in field of work ☐	3. Average knowledge of field ☐	4. Better than average knowledge of field ☐	5. Superior mastery of field ☐

Comments:

DATE

SIGNATURE OF PRINCIPAL OR SUPERVISOR

Please check your most appropriate response to the following questions regarding your experiences and attitudes.

POSITION HELD:

Elementary Teacher _____
 Secondary Teacher _____
 Subject _____
 Administration _____
 Consultant or Specialist _____

SEX:

M _____
 F _____
 MARITAL STATUS
 Single _____
 Married _____
 Other _____

AGE:

Under 20 _____
 20-24 _____
 25-29 _____
 30-39 _____
 40-49 _____
 50-59 _____
 Over 59 _____

YEARS TEACHING EXPERIENCE

IN METRO PUBLIC SCHOOLS

1 _____
 2-4 _____
 5-9 _____
 10-14 _____
 15-19 _____
 20 or more _____

OTHER SCHOOLS

1 _____
 2-4 _____
 5-9 _____
 10-14 _____
 15-19 _____
 20 or More _____

EDUCATIONAL LEVEL

Less than BA _____
 BA _____
 BA Plus _____
 MA _____
 MA Plus _____
 Ph.D _____

Responses to the items below are to be indicated on a scale from 1 to 7. A strongly negative response should be indicated by circling the numeral one (1), a strongly positive response by circling seven (7), and a neutral response by indicating the numeral (4).

Please indicate the degree of strengths and weaknesses existing in the Metro School System which you may have experienced during your most recent assignment.

1. Teaching Assignment	LEAST	1	2	3	4	5	6	7	MOST
2. Characteristics of Students	LEAST	1	2	3	4	5	6	7	MOST
3. Interpersonal Relationships with Administration	LEAST	1	2	3	4	5	6	7	MOST
4. Interpersonal Relationships with Teachers	LEAST	1	2	3	4	5	6	7	MOST
5. Interpersonal Relationships with Parents	LEAST	1	2	3	4	5	6	7	MOST
6. Administrative Leadership	LEAST	1	2	3	4	5	6	7	MOST
7. Instructional Program	LEAST	1	2	3	4	5	6	7	MOST
8. Facilities	LEAST	1	2	3	4	5	6	7	MOST
9. Supplies and Instructional Aids	LEAST	1	2	3	4	5	6	7	MOST
0. Salary	LEAST	1	2	3	4	5	6	7	MOST
1. Certification Requirements	LEAST	1	2	3	4	5	6	7	MOST
2. Opportunities for Professional Growth	LEAST	1	2	3	4	5	6	7	MOST
3. Satisfaction with Teaching as a Profession	LEAST	1	2	3	4	5	6	7	MOST
4. Factors not related to the School System	LEAST	1	2	3	4	5	6	7	MOST

Please indicate your reactions to each item below.

TEACHING ASSIGNMENT

Teacher benefits (sick leave, insurance, etc.)
 Reaction to teaching in general
 Class size
 Teaching assignment in relation to Professional Preparation
 Required supervision of students outside classroom
 Time for planning, preparing, and evaluating educational material and activities
 Non-teaching clerical tasks
 In-service educational opportunities
 In-school efforts to improve the instructional program
 Opportunities for innovative teaching
 Freedom to innovate within classroom
 Academic freedom
 Reaction to present assignment

Inadequate	1	2	3	4	5	6	7	Adequate
Dislike	1	2	3	4	5	6	7	Enjoy
Excessive	1	2	3	4	5	6	7	Reasonable
Inappropriate	1	2	3	4	5	6	7	Appropriate
Excessive	1	2	3	4	5	6	7	Reasonable
Insufficient	1	2	3	4	5	6	7	Sufficient
Excessive	1	2	3	4	5	6	7	Minimal
Useless	1	2	3	4	5	6	7	Helpful
Minimal	1	2	3	4	5	6	7	Extensive
Poor	1	2	3	4	5	6	7	Excellent
Little	1	2	3	4	5	6	7	Much
Little	1	2	3	4	5	6	7	Much
Dislike	1	2	3	4	5	6	7	Enjoy

CHARACTERISTICS OF STUDENTS

Desire for knowledge
 Acceptance of order and discipline
 Respect for authority
 Basic skill development in relation to grade level expectations
 Academic potential
 Student satisfaction with school
 Student academic progress in relation to your expectations
 Discipline in relation to your expectations

Low	1	2	3	4	5	6	7	High
Low	1	2	3	4	5	6	7	High
Low	1	2	3	4	5	6	7	High
Low	1	2	3	4	5	6	7	High
Low	1	2	3	4	5	6	7	High
Low	1	2	3	4	5	6	7	High
Poor	1	2	3	4	5	6	7	Good
Below	1	2	3	4	5	6	7	Above

INTERPERSONAL RELATIONSHIPS WITH ADMINISTRATION

Support of teacher by local school administration
 Administration expressions of appreciation for efforts of teachers
 Anticipated or actual support of administrator in problem situation
 Administrator's reactions to suggestions of teachers

Deficient	1	2	3	4	5	6	7	Excellent
Never	1	2	3	4	5	6	7	Often
Weak	1	2	3	4	5	6	7	Strong
Resentful	1	2	3	4	5	6	7	Appreciative

INTERPERSONAL RELATIONSHIPS WITH TEACHERS

Perceived professional competence of faculty
 Professional relationships with other faculty members
 Faculty dedication to teaching as a profession

Low	1	2	3	4	5	6	7	High
Undesirable	1	2	3	4	5	6	7	Excellent
Low	1	2	3	4	5	6	7	High

INTERPERSONAL RELATIONSHIPS WITH PARENTS

Working relationships with parents
 Parental support of educational programs
 Parental involvement in school activities

Antagonistic	1	2	3	4	5	6	7	Cooperative
Weak	1	2	3	4	5	6	7	Strong
Minimal	1	2	3	4	5	6	7	Extensive

ADMINISTRATIVE LEADERSHIP

Supervision of instruction

Supervision of instruction follow-up

Instructional assistance by District Consultants

Teacher participation in educational decision making

Professional abilities of school administrators

Support of teachers by principal in matters of student discipline

Central office staff support of teachers in matters of student discipline

Inadequate	1	2	3	4	5	6	7	Adequate
Unsatisfactory	1	2	3	4	5	6	7	Satisfactory
Inadequate	1	2	3	4	5	6	7	Adequate
Seldom	1	2	3	4	5	6	7	Frequent
Incompetent	1	2	3	4	5	6	7	Competent
Poor	1	2	3	4	5	6	7	Excellent
Poor	1	2	3	4	5	6	7	Excellent

INSTRUCTIONAL PROGRAM

Opportunities for parental involvement in school functions

Faculty agreement with goals and expectations of Instructional Program

Curriculum

Curriculum

Instructional Program

Satisfaction with classroom organizational pattern

Weak	1	2	3	4	5	6	7	Extensive
Little	1	2	3	4	5	6	7	Much
Inappropriate	1	2	3	4	5	6	7	Appropriate
Easy	1	2	3	4	5	6	7	Challenging
Traditional	1	2	3	4	5	6	7	Progressive
Low	1	2	3	4	5	6	7	High

FACILITIES

Library facilities

Classrooms

Inadequate	1	2	3	4	5	6	7	Adequate
Inadequate	1	2	3	4	5	6	7	Adequate

SUPPLIES AND INSTRUCTIONAL AIDES

Instructional aids

Resource material

Inadequate	1	2	3	4	5	6	7	Adequate
Inadequate	1	2	3	4	5	6	7	Adequate

Please state your reason for leaving the Metropolitan-Nashville Public School System:

..... Resignation
..... Dismissal
..... Other

KEARSLEY BOARD OF EDUCATION
EMPLOYMENT TERMINATION

Section 11
Page 22

A statement of intent, signed and dated by the employee, to the immediate supervisor is required in all resignation. This employee termination form must then be completed by the employee, his supervisor, and the Personnel Office.

CLASSIFICATION

I. TO BE COMPLETED BY EMPLOYEE

..... Administration Custodial Paraprofessional Transportation
..... Cafeteria Maintenance Secretarial
..... Clerical Media Aide Teacher (Other)

Name Building Position

Reason for Termination

Today's Date Effective Date of Resignation Date Employed by Kearsley

Forwarding Address

.....
Signature of Employee

II. TO BE COMPLETED BY EMPLOYEE'S IMMEDIATE SUPERVISOR

Yes No
..... Employee gave appropriate notice.
..... Employee has fulfilled all necessary check-out procedures as of
..... (Date)
..... I recommend this termination be accepted.
..... Employee's services while under my supervision were Excellent Good Fair Poor
..... Recommend that employee be eligible for rehire at some future date.
..... Employee's statement of intent to resign is attached. (If not, why?)

.....
Signature of Supervisor

.....
(Date)

Remarks

(Continue on flip side)

III. TO BE COMPLETED BY PERSONNEL OFFICE

Yes No
..... Payroll termination form has been completed.
..... An exit interview was held with employee
..... (Date)
..... Employee has met all requirements of this termination.

Rehire Status: Eligible Ineligible Conditional

Remarks:

.....
Authorized Signature

SCHOOL DISTRICT OF THE CITY OF Berkley

Termination of Employment Form

I. Employee

Instructions: Please complete the information below and submit this form to your principal/or supervisor.

I, _____, _____
Employee's Name Position Title
will be terminating employment with the School District of the City of
Berkley on _____ for the following reason: (please
Date
check the appropriate box)

☐	Seek Other Employment	☐	Home Responsibilities
☐	Accept Another Position	☐	Retirement
☐	Dissatisfaction with Job	☐	Illness
☐	Moving	☐	Maternity
☐	Attend School	☐	Transportation Problems
☐	Personal Reasons	☐	Program To Be Terminated
☐	Military Service	☐	Position To Be Abolished
☐	Marriage	☐	Other (Explain Below)

Signed _____ Bldg. _____ Date _____
Employee's Signature

Signed _____ Bldg. _____ Date _____
Principal or Supervisor's Signature

II. Principal or Supervisor

Instructions: If the employee has filled out the termination information requested above, you should merely sign your name and send this to the appropriate personnel office.

(OVER)

SANTA CRUZ CITY SCHOOLS
CLASSIFIED PERSONNEL

133 Mission St.
Santa Cruz, California

RESIGNATION

Date: _____

TO: Board of Education/Personnel Commission

I hereby tender my resignation effective: _____
(Last day of work)

Reason(s): _____

Position: _____

Location: _____

(Employee Signature)

Receipt Acknowledged,

(Personnel Director) Date: _____

cc: Payroll

P14
Rev: 10/74

Belmont, Massachussets

EXIT QUESTIONNAIRE

1. How long did you teach in Belmont?
2. What was your reason for leaving Belmont?
3. Would you return to work in the Belmont School System if given the opportunity and personal circumstances permitted?
4. Why did you first consider Belmont as a place to teach?
5. What factors influenced your final decision to come to Belmont after your interviews?
6. Was the Belmont School System all that you expected? What factors are different from what you felt they would be?
7. Would you recommend Belmont to a friend as a good place to teach? Yes ____ No ____
If you have reservations, please explain.
8. After teaching in Belmont what do you consider to be the major strengths or major weaknesses of the system? What factors about Belmont did you like or dislike the most in comparison to other systems?
9. Did you or any of your associates have any particular relevant professional problems while in Belmont and is there anything you can suggest that might alleviate this situation for future teachers?
10. Would you care to make a general comment concerning your experience in Belmont?

INTERVIEWER'S EXIT INTERVIEW SUMMARY

Name of Separating Employee _____

Employee's Last Day of Employment _____

Date Interview Held _____

What reason did the employee give you for leaving? _____

What do you think is the real reason he is leaving? _____

Were his comments generally favorable about?

Yes

No

1. The system's programs and objectives

2. Administrative policies and practices

3. Supervision received

4. Co-workers

5. Working conditions

Summarize any criticisms or suggestions for improvement the employee made in each of the above areas.

1. _____

2. _____

3. _____

4. _____

5. _____

Additional comments:

Interviewer

Title

Location

REPORT BY EMPLOYEE

LEAVING THE _____ SCHOOL SYSTEM

Where was your last job while employed here? _____

What was the title of your last job? _____

How long have you been employed in this job? _____

If you worked in other locations while employed by this school system, where were they:

What were the titles of the previous jobs with this system? _____

Who was your last supervisor? _____

Name

Title

What is the reason you are leaving? (check one)

Being dismissed _____

Being laid off _____

Retiring _____

Resigning _____

If you are resigning, is this because of: Yes No

Personal reasons? _____
Dissatisfaction with your work? _____
Both? _____

Do you feel conditions could have been better in: Yes No How

Training you received? _____

Supervision you received? _____

Work you were assigned to do? _____

People you worked with? _____

Salary? _____

Any Other? _____

If offered a job, would you return to work here? Yes _____ No _____

(over)

If you would return only under certain conditions or circumstances, what would they be?

Any additional comments you may wish to make:

Employee's Signature

Date

North Carolina Department of Public Instruction

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

EXIT OPINIONNAIRE

Please answer sincerely and objectively. Circle the one number which best describes your reaction to the particular item indicated. Include comments where they will help clarify your feelings, especially if you circle numbers 1-4.

Excellent _____ Poor

1. Your Assignment

10 9 8 7 6 5 4 3 2 1

Comments:

Excellent _____ Poor

2. Student Characteristics

10 9 8 7 6 5 4 3 2 1

Comments:

Excellent _____ Poor

3. Facilities and Supplies

10 9 8 7 6 5 4 3 2 1

Comments:

Excellent _____ Poor

4. Working Conditions

10 9 8 7 6 5 4 3 2 1

Comments:

2 - Exit Opinionnaire

Excellent _____ Poor

5. Compensation

10 9 8 7 6 5 4 3 2 1

Comments:

Excellent _____ Poor

6. Employee Benefits

10 9 8 7 6 5 4 3 2 1

Comments:

Excellent _____ Poor

7. Personnel Policies

10 9 8 7 6 5 4 3 2 1

Comments:

Excellent _____ Poor

8. Supervision and Evaluation

10 9 8 7 6 5 4 3 2 1

Comments:

Excellent _____ Poor

9. Employee-Management Relations

10 9 8 7 6 5 4 3 2 1

Comments:

Excellent _____ Poor

10. Employee Attitudes and Services

10 9 8 7 6 5 4 3 2 1

Comments:

3 - Exit Opinionnaire

Excellent _____ Poor

11. Teacher Tenure

10 9 8 7 6 5 4 3 2 1

Comments:

Excellent _____ Poor

12. Non-teaching Duties

10 9 8 7 6 5 4 3 2 1

Comments:

13. What was the principal reason you resigned?

14. Briefly state three strengths of the Kenosha schools.

1. _____
2. _____
3. _____

15. Briefly state three areas which need to be improved in the Kenosha schools.

1. _____
2. _____
3. _____

16. How can we improve this opinionnaire?

Grade

Ma

40

1

1

BA
